

## Analysis of the Relationship between Emotional Intelligence and Group Cohesion in a Filipino Emergency Response Team

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### Abstract

The objective of this study was to ascertain the relationship between emotional intelligence and group cohesion among emergency response team members. The hypothesis was that emotional intelligence improves teamwork by increasing the team's cohesiveness. The research methodology used in this study was quantitative (descriptive, correlational, and comparative). A psychometric instrument was used as a survey tool to elicit information about the research participants' characteristics and perceptions. The data were analyzed with Pearson Product-Moment Correlation Coefficient to determine the relationship between emotional intelligence and group cohesion. The findings indicated that emergency response teams exhibit emotionally intelligent behaviors at work, except for intuition, emotion, and motivation. On the other hand, it was discovered that their level of group cohesion is relatively high. The group demonstrated collective pride, task commitment, and interpersonal attraction. The analysis revealed that emotional intelligence and group cohesion had a moderately significant relationship with emotion being a strongly correlated component of emotional intelligence. Thus, the claim that emotional intelligence promotes group cohesion was supported.

**Keywords:** *Emotional intelligence, group cohesion, emergency response team*

### Introduction

Numerous organizations are encouraging a more collaborative approach to work. The group approach has evolved into one of the most effective methods for sharing ideas and achieving more productive and dependable outcomes. According to Gratton and Erikson (2007), organizations can utilize more innovative arrangements and thus increase profitability by utilizing the intensity of a few people rather than relying on one individual.

According to reviews by Cross and Travaglione (2003) and Gantt and Agazarian (2004), one such concept that could significantly improve collaboration effectiveness is emotional intelligence (EI), as research has demonstrated that a high level of group EI results in desirable outcomes and makes the group productive and beneficial. According to Druskat and Wolff (2001), EI is more of a foundation upon which to build a team than the sole factor determining whether a team is effective. Prati et al. (2003) discovered that EI is a positive predictor of attachment formation. According to them, "the degree of group cohesion depends on team members' emotional intelligence." Along these lines, individuals who are genuinely interested create strong bonds and an emotionally supportive network.

Emotional intelligence can aid in the development of stronger work relationships. Psychologists have discovered that individuals with a high level of EI are more constructive, approachable, and amicable in a group setting. They are more adaptable to changing circumstances and pressure. They are also motivated and passionate about their work, which leads to superior performance and results and inspires other group members. These individuals are more capable of managing their responsibilities in the face of difficult work activities. They are capable of resolving and minimizing conflicts to foster synergy when completing group tasks (Mayer & Salovey, 1997).

According to researchers, reviews focusing on the role of emotions in groups would aid in understanding why some groups effectively function while others fail (Wolff et al., 2006). However until recently, emotions were studied minimally because intellect has been historically regarded as superior (Salovey et al., 2000). Numerous researchers have examined the relationship between EI and group cohesion, but with limitations and gaps. Contextually, psychological research on this genre in

the Philippines has also been sparse. Hence, this study fills a gap in the literature by investigating the relationship between EI and group cohesion.

### **Objective**

To determine the relationship between EI and group cohesion of emergency response team members.

### **Research Questions**

1. What is the EI profile of emergency response team members in terms of innovation, self-awareness, intuition, emotions, motivation, empathy, and social skills?
2. As assessed by the respondents, what is their level of group cohesion?
3. Is there a relationship between EI and the level of group cohesion?
4. Are there differences in the respondents' EI and group cohesion if grouped according to age, gender, marital status, and the number of months/years in the emergency response team?

### **Research Hypotheses**

$H_1$ : Emotional Intelligence is significantly related to the level of group cohesion.

$H_2$ : Emotional Intelligence is significantly different from group cohesion when grouped according to age, gender, marital status, and the number of months/years in the emergency response team.

### **Literature Review**

#### ***Goleman's Emotional Intelligence***

This study is grounded on the theory of Emotional Intelligence by Daniel Goleman, a psychologist and science author who conducted studies for the New York Times; his work was built upon by Salovey and Mayer in the 1990s. In 1998, Goleman's first model of EI identified five domains or measurements, comprising 25 skills. Three measurements—self-awareness, self-regulation, and motivation—portrayed individual abilities identified with knowing and overseeing feelings in a person's self. The remaining two measurements—empathy and social skills—portrayed social capabilities identified with knowing and overseeing feelings in others. As Goleman refined his model, the *self versus others* refinement would remain an essential measurement of his EI typology. According to Goleman (1998), EI is defined as “the capacity for recognizing our feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships (p. 5).”

Goleman (1998) stated that the self-awareness domain enables individuals to recognize their feelings and thoughts, along with their personal strengths and weaknesses. He argued that this is critical to understanding others and exhibiting empathy. Goleman (2002) proposed that emotional self-management refers to regulating distressing effects like anxiety and anger; inhibiting emotional impulsivity is the second domain. Competencies in this domain are emotional self-control, transparency, adaptability, achievement orientation/motivation, optimism, and initiative. Goleman (1998) stated that social awareness competencies determine how we handle relationships. He further claimed that the social awareness domain includes three competencies: empathy, organizational awareness, and service orientation. Goleman (1998) explained that the relationship management domain contains competencies that directly affect interactions with other people. In a fundamental sense, according to him, “the effectiveness of one's relationship skills hinges on one's ability to attune to or influence the emotions of another person.”

#### ***Group Cohesion***

Carron et al. (1985) define cohesion as “a dynamic process reflected in the tendency for a group to stick together and remain united in the pursuit of instrumental objectives and/or the satisfaction of member affective needs” (p. 124). Carron (1980) additionally saw cohesion as containing relational working relationships, achievements accomplished by the group, and individual component powers that draw in individuals to the group. Carron et al. (1985) viewed the major variance in team cohesion as shaped by four dimensions: first is the individual attraction to group-task (ATG-T); second is

individual attraction to group-social (ATG-S); third is group integration-task (GI-T); and the last is group integration-social (GI-S). Attraction to group task (ATG-T) is the individual colleague's sentiments about their association with the gathering's undertaking, profitability, objectives, and targets. Then again, attraction to group-social (ATG-S) is an individual colleague's emotions about acknowledgment of social communications with the gathering. Group integration-task (GI-T) is an individual colleague's inclinations about the similitude, closeness, and all around holding inside the group, and about the gathering's assignment. Also, group integration-social (GI-S) is an individual colleague's emotions about the comparability, closeness, and holding inside the group in general, and around the gathering as a social unit.

This view depends on the accompanying key presumptions: (1) Cohesion, as a group property, can be evaluated through the impression of individual colleagues [fitting with Lewin's (1935) early idea of a union]. It depends on five accompanying suggestions, which are: a group has recognizable properties, such as an authoritative structure, along with job and status connections. Furthermore, individuals from the group experience social circumstances and form convictions about them accordingly. Third, these convictions are shaped by other colleagues, thus resulting in social insights that affect group preparations and the coordination or view of group-related experiences. Fourthly, colleagues' views of the group, in general, give a sensible gauge of elements that nurture solidarity. And last, social insights can be estimated internally, instead of through the estimation of external entities, for example, supervisors (Chiocchio & Essiembre 2009); (2) Team individuals create a view of the level of solidarity to manage and regulate insider group members in general processes, and how the group fulfills their needs and goals; and (3) Team individual's impression of union within the group and of the group will be accorded with group errands (i.e., undertaking attachment), and the social connections inside the group, (i.e., social union).

### **Conceptual Framework**

The researchers aimed to study the dynamics between EI and group cohesion of the emergency response team members through theories of EI (mixed-model) and the conceptual model of group cohesion. Figure 1 (please see on following page) shows the schematic diagram of variables being examined in the study.

This framework illustrates the relationship between EI and the emergency response team's group cohesion. These variables were based on the mixed-model theory of EI and the conceptual model of group cohesion. The study determined the correlation between EI and the level of group cohesion of the emergency response team ( $H_1$ ). Also, it looked into significant differences when grouped according to age, gender, marital status, and the number of years in the emergency response team ( $H_2$ ).

### **Research Methodology**

This section discusses the study's methods, the study context, the research participants, the instrumentation, the procedures, and the statistical tools used to make sense of the data gathered.

### **Research Design**

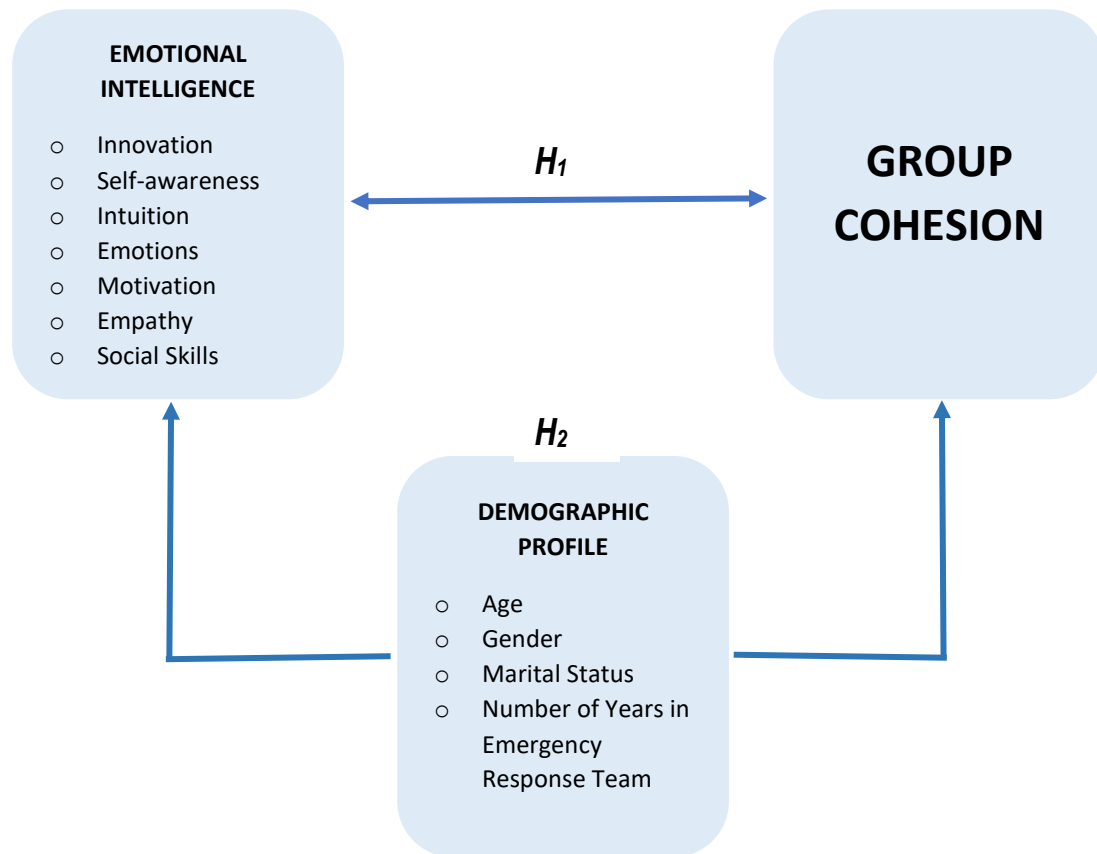
The data collection methods used in this study were quantitative. A quantitative research design was employed in which differences in behavior were quantified using descriptive, comparative, and correlational methods. The descriptive method was used to elicit information about the characteristics and perceptions of the research participants via a survey. To establish a relationship between respondents' EI and group cohesion, the correlational method was used. The comparative method was used to ascertain the significance of two variables when demographic variables were grouped.

### **Research Participants**

The study participants were 28 municipal-based members of an Emergency Response Team (ERT). The municipal ERT was organized to address the needs of the locality for rescue operations during fire

hazards and emergencies. The organization has a formal organizational structure and functions—the members are rescuers and volunteers are composed of municipal and school-based teams.

**Figure 1** *Conceptual Framework*



The main function of the ERT includes the following:

1. The ERT initiates rescue and evacuation operations of lives and property in affected areas; it responds to all forms of emergencies and calamities in the municipality.
2. Members also make recommendations on how to prevent disasters, if possible, and/or suggest precautionary measures to minimize the effects of disaster.
3. Members submit reports and recommendations for allocation of needed resources.
4. Members attend/conduct training regarding disaster risk management as advised by the Local Chief Executive.

Recruitment and screening for membership in the ERT is open to all municipality constituents regardless of gender, marital status, occupation, or educational attainment; however, applicants must be of legal age or at least 18 years old at the time of application, and no older than 60 years old. The recruitment process includes pre-entry training, which applicants must complete to qualify as a member. The duration of this training is typically six days with 24 hours of training per day, as some simulated activities are conducted at any time of day or night. Little or no warning is given to participants because the sequence of events in any disaster is unpredictable. The following topics are covered through simulated activities: first aid and basic life support, mass casualty incidents, water search and rescue (high-angle rescue), teamwork, and self-discipline. To qualify as a member, one must complete the training.

### **Research Instrument**

The study instrument used measured Emotional Intelligence using the Work Profile Questionnaire–EI version (WPQei), and group cohesion using the Group Cohesion Scale-Revised (GCS-R). The Work Profile Questionnaire EI version is an 84-item questionnaire designed to quantify the individual characteristics and skills representatives must develop to manage emotions at work effectively. These are recognized by researchers such as Salovey and Mayer (1990) and Goleman (2001).

The WPQei instrument was based on Goleman's conceptual model of EI. It consisted of seven components: innovation, self-awareness, intuition, emotions, motivation, empathy, and social skills, all of which were evaluated on a five-point scale as follows: 1) always or almost always; 2) very often; 3) fairly often; 4) from time to time; and 5) never or almost never. Each component was on a bi-polar scale, with one end of the scale representing a low score, and the other representing a high score.

The scoring and interpretation were based on the 2004 edition of the WPQei User's Guide. Raw scores were obtained and converted to Sten scores using the WPQei scoring software to determine each participant's WPQei profile. The results were summarized on a ten-point scale that compared responses to a representative sample of individuals representing various occupations. A higher than average score indicated a significant number of the personal characteristics necessary for viability. A normal score indicated a portion of the personal characteristics necessary for success. A lower than average score indicated that it may be difficult to perform successfully in specific work areas.

Cameron (2004) discovered that WPQei scales are within the 0.60 to 0.80 range for psychometric scales, with middle-scale reliability of 0.78. The instrument's overall reliability appears to be 0.95. Additionally, the correlations between WPQei scales and marker factors range between 0.60 and 0.80, with a median correlation of 0.73, indicating that the WPQei scales accurately assess individual and emotional skills as defined by Goleman. The instrument demonstrates a high degree of face and content validity. Confirmatory Factor Analysis results from an investigation led by Apaydin and Anafarta (2012) confirmed that correlated first-arrangement seven-factor shows were the best fit for the data. The scale's alpha coefficient was determined to be between .65 and .78. The construct reliability value and fluctuation removed from the scale were determined to be sufficient. The seven-factor model constructed from the 84 items and the WPQei was reliable and valid in a Turkish instructional setting.

The second instrument was the Group Cohesion Scale-Revised (GCS-R) developed by Treadwell et al. (2001). The GCS-R is a 25-item questionnaire that assesses group cohesion in interaction and communication among group members (including domination and subordination), member retention, decision-making, vulnerability among group members, and consistency. Each item is rated on a four-point Likert scale ranging from (*strongly disagree*) to (*strongly agree*).

This scale contains reversed scores, which were in items 5, 9, 11, 15, 16, 18, 22, 24, and 25 (Adams, 2010). Internal consistency (as measured by Cronbach's alpha) ranged between .48 and .89 on pre-test appraisal, and .77 and .90 on post-test evaluation in a validation study (Treadwell et al., 2001). This self-report questionnaire has been demonstrated to be both reliable and significant in identifying changes in team cohesiveness during the group development process (Treadwell et al., 2001).

In this study, internal consistency as measured by Cronbach's alpha ranged from .71 to .77 with an average of .746, which was therefore reliable. In Cronbach's alpha internal consistency scale,  $.70 \leq \alpha < .80$  is interpreted as an acceptable level of internal consistency in social science research.

### **Research Procedures**

Dr. Thomas Treadwell granted permission via email to use the Group Cohesion Scale-Revised. Similarly, permission to use the WPQei instrument for research purposes was sought and granted by the Palompon Institute of Technology administration via the Guidance Center. To conduct the study, ethical approval was obtained, and the Local Chief Executive granted authorization with the assistance of the local disaster risk management office where the study was conducted.

### **Data Analysis**

This study employs descriptive measures to describe the respondents' profiles, i.e., age, gender, marital status, and number of months/years in ERT. Descriptive measures also describe the weighted mean response on respondents' EI and group cohesion. Furthermore, the variation of responses was measured by the standard deviation. The relationship between EI and group cohesion was calculated using the Pearson Product-Moment Correlation Coefficient. Also, a paired sample t-test was calculated to determine significant differences between respondents' EI and group cohesion when grouped according to age, gender, marital status, occupation, and the number of months/years as an ERT member.

### **Findings**

Among the 28 participants in this study, there were 27 males and one female. Twenty-four, or 86% were married, and four (14%) were single. Among the participants, 17 (61%) were young adults aged 21–40, and 11 (39%) were middle-aged adults aged 40–60. In terms of the number of years as a member of the emergency response team, 12 (43%) had been ERT members for over six years, 10 (36%) had been ERT members for three years or less, and the remaining six (21%) had been ERT members for between three to six years.

### **Emotional Intelligence Profile of the Respondents**

The overall EI mean score profile of emergency response team members was about 4, which may be described as average. An average assessment of the respondents' EI would imply that respondents can utilize their sentiments and feelings to get the best out of themselves and for other people.

**Table 1** *Emotional Intelligence Profile of the Emergency Response Team*

Components	Mean (10-point Scale)	SD	Interpretation
Innovation	5.29	1.74	Average
Self-Awareness	4.86	2.38	Average
Intuition	3.14	1.67	Low
Emotion	2.43	1.00	Low
Motivation	3.18	1.96	Low
Empathy	3.93	1.74	Average
Social Skills	3.68	1.42	Average
<b>Over-all Emotional Intelligence</b>	<b>3.79</b>		<b>Average</b>

The respondents had a mean score for innovation of 5.29 ( $SD = 1.74$ ), which was considered average. This result implies that the respondents were genuinely imaginative and entirely open to change. This result was reflected in Goleman's (1995) conceptual model of EI in the self-management domain, as respondents exhibited their initiative in problem-solving and conflict resolution.

Likewise, the self-awareness component had a mean score of 4.86 ( $SD = 2.38$ ), which was also considered average. This implied that respondents were able to reasonably identify their emotions, and the impact on their performance. Respondents exhibited fairness in the self-awareness component; this typical behavior verified Goleman's conceptual model of EI. Moreover, as indicated in Table 1, when it came to instinct, hunches, and feelings along with facts and information to guide decisions, participants got a mean score of 3.14 ( $SD = 1.67$ ), which is considered low. Having a lower than normal score on the intuition component of EI implied that respondents thought it was hard at present to utilize their sentiments and feelings to control their work. As indicated by Cameron (2004), low scorers in intuition depend more on actualities and examination when making decisions. They frequently miss what is circumventing them. Results in Table 1 also revealed that the emotions component of EI had a mean score of 2.43 ( $SD = .997$ ), which was considered low. The result inferred that respondents had some control of their sentiments, yet they could likewise feel overwhelmed by their feelings and powerless. Their states of mind and feelings tended to influence their conduct. This specific outcome was seen in the hypothesis of Guthrie and Azores, when they attested that Filipinos

have passionate control (as referred to in Church, 1986). For them, Filipinos demonstrated a resilient state of mind when controlling feelings amid negative encounters.

Table 1 also shows that for the motivation component of EI, respondents had a mean score of 3.18 ( $SD = 1.96$ ). The low assessment in this component implied that respondents had very few of the characteristics and capabilities of driven individuals, yet getting on at work was not their primary need in everyday life.

The respondents were also found to possess an average level of empathy, with a mean score of 3.93 ( $SD = 1.74$ ). This meant that respondents could reasonably take care of emotional signals and decently tune in, modestly demonstrating affectability and comprehending other individuals' viewpoints and understand other individuals' needs and sentiments.

### ***Level of Group Cohesion of the Respondents***

Table 2 shows the level of group cohesion of the ERT. Mean scores showed that respondents' perception of problem-solving as a group, (3.4), respect for confidentiality (3.4), feelings of unity and togetherness (3.3), and contribution to group decision-making (3.3) were very high. On the other hand, negatively stated behavioral statements (reverse scored as low) revealed the perception that problem-solving processes were not disrupted if two members or less were absent (2.0), attempts to include quieter members were not minimal (2.1), members preferred not to transfer to other groups with the same goals (2.3), and group members' vulnerability in the group was low (2.4).

**Table 2** *Level of Group Cohesion of the Emergency Response Team Group Cohesion Statements*

<b>Indicators</b>	<b>Mean (4-pt Scale)</b>	<b>Interpretation</b>
1. Group members are accepting of variations in each other's culture, customs, habits, and traditions.	3.1	High
2. There are positive relationships among the group members.	3.2	High
3. There is a feeling of unity and togetherness among group members.	3.3	Very High
4. Group members usually feel free to share information.	3.2	High
5. Problem-solving processes would be disrupted if one or two members are absent.	2.0	Low
6. The group members feel comfortable in expressing disagreements in the group.	2.6	High
7. Problem-solving in this group is truly a group effort.	3.4	Very High
8. Group members influence one another.	3.1	High
9. I dislike going this group's meetings.	3.0	High
10. The group members seem to be aware of the group's unspoken rules.	2.9	High
11. Discussions appear to be unrelated to the concerns of the group members.	2.8	High
12. Most group members contribute to decision making in this group.	3.3	Very High
13. Group members are receptive to feedback and criticism.	3.0	High
14. Despite group tensions, members tend to stick together.	3.0	High
15. It appears that the individual and group goals are inconsistent.	2.6	High
16. An unhealthy competitive attitude appears to be present among group members.	2.7	High
17. Group members usually feel free to share their opinions.	3.2	High
18. Minimal attempts are made to include quieter members of this group.	2.1	Low
19. Group members respect the agreement of confidentiality.	3.4	Very High
20. People would be concerned when a group member is absent from the group.	2.9	High
21. Group members would not like to postpone group meetings.	2.8	High
22. Many members engage in "back-stabbing" in this group.	2.9	High
23. Group members usually feel free to share their feelings.	3.2	High
24. If a group with the same goals is formed, I would prefer to shift to that group.	2.3	Low
25. I feel vulnerable in this group.	2.4	Low
<b>Overall Mean</b>	<b>2.91</b>	<b>High</b>

However, the results also showed that negatively stated behavioral statements, which are reversely scored, presented high perception results of respondents. These were respondents' dislike for going to group meetings (3.0), inconsistent individual and group goals (2.6), the presence of unhealthy competitive attitudes among group members (2.7), and members of the group engaged in

“back-stabbing” (2.9). Though slightly elevated as high in the scale, these behavioral statements reflected respondents' perceptions of group cohesion. On a positive note, this implied that groupthink was not present in the group despite the members' perceptions of invulnerability.

The overall group cohesion mean score was 2.91, which means that the emergency response team had a high level of group cohesion. Another important factor that seemed to influence cohesion was the entry difficulty or initiation into the group. As in the case of the ERT pre-entry training of the group, the difficult entry criteria or procedures tended to exhibit the group in a more elite light. The more tip-top the group is seen to be, the more esteemed it is to be a part of the group, and therefore, the more motivated individuals are to have a place and remain in it (Beal et al., 2003).

### ***Relationship between EI Components and Group Cohesion of ERT Participants***

Table 3 presents the relationship of the components of EI and group cohesion of the respondents. Results revealed strong positive correlations between emotions and social skill components. A computed  $r$  of .631 (.000) was obtained between their emotional components and group cohesion, which implied that as the emotional component scores increased, the degree of group cohesion was also higher. A computed  $r$  of .611 (.001) was observed for the relationship between the social skill components and the level of group cohesion, which implied that EI social skills and group cohesion tended to move in tandem. For instance, if a person had high social skills component of EI, he was likely to also have a high degree of cohesion with the group. Thus, as respondents recognized and understood their feelings and emotions and managed them well, they had a strong and significant impact on the group; building relationships with the group and communicating effectively with them fostered cohesion.

**Table 3** *Relationship between Participants' Emotional Intelligence and Group Cohesion*

Components	$r$	$p$ -value	Interpretation
Innovation	.171	.383	Very weak relationship
Self-Awareness	.449	.017*	Moderate relationship
Intuition	.343	.074	Very weak relationship
Emotion	.631	.000**	Strong relationship
Motivation	.449	.007**	Moderate relationship
Empathy	0.469	.012*	Moderate relationship
Social Skills	.611	.001**	Strong relationship

Note. \* Significant at the .05 level; \*\* Significant at the .01 level

Table 3 shows moderately positive correlations between EI components and group cohesion. The computed  $r$  of .449 was obtained for both self-awareness and motivation ( $p$  values of .017 and .007, respectively). Meanwhile, empathy and group cohesion had a computed  $r$  of .469 ( $p$  value of .012), also indicating a moderate relationship between the two areas. It was found that there was a moderate relationship between respondents' self-awareness, motivation, and empathy components and group cohesion. The results indicated the need to improve or enhance these components to foster higher levels of group cohesion.

Next, the Innovation and Intuition components of EI and group cohesion of respondents showed weak relationships; however, their association was not significant, as indicated in Table 3. This means that the respondents' level of EI for the Innovation and Intuition components were not significantly associated with the respondents' degree of agreement for group cohesion. Although the correlation value was defined as very weak, this coefficient value was not statistically significant, implying that the very weak association was negligible.

### ***ERT Participant Differences between EI and Group Cohesion when Grouped by Demographic Profile***

This section shows the significant differences in respondents' EI and group cohesion when grouped according to age, gender, civil status, and their number of years in the ERT.



The age group classification utilized was based on the Human Development concept by Elizabeth Hurlock. Only two groups were identified: the 21 to 40 years old (Young Adults), and 41 to 60 years (Middle-aged Adults). Table 4 shows that EI and group cohesion were different at a 1% significance level for young adults. This implied that young adults perceived EI as distinct from their group's cohesion. The responses of young adults in the ERT varied in regards to the degree of group cohesion, since there were significant differences between them. In comparison, the responses of middle-aged adults showed that their views of EI and group cohesion were not significantly different. In terms of gender, there was insufficient data as there was only one female respondent. Next, in terms of marital status, single ERT members noticed no significant differences between EI and group cohesion. However, married ERT members perceived group cohesion as significantly different from EI.

**Table 4** Participant Differences between EI and Group Cohesion Grouped by Demographic Profile

Profile	Category	t	p-value	Interpretation
Age	Young Adult	3.739	.002	Significant at .01
	Middle Adult	-1.413	.188	Not Significant
Gender	Male	-3.488	.002	Significant at .01
	Female	Insufficient data		
Marital Status	Single	-2.799	.069	Not Significant
	Married	-3.006	.006	Significant at .01
No. of Years in ERT	0 Months–3 Years	-2.004	.071	Not Significant
	3.01–6 Years	-6.567	.001	Significant at .01
	6 Years and Above	-1.222	.250	Not Significant

For the next variable, number of years in service, respondents were divided into three groups: the first group consisted of respondents with 0 month to 3 years in ERT, followed by respondents with 3.01 to 6 years in ERT, and respondents with 6 years or more in ERT. Results showed that ERT members who stayed on the team for less than three years perceived group cohesion as similar to EI. Similar results were found for respondents who were members of ERT six years or more. Those who had been members for three to six years, however, perceived group cohesion differently from EI.

## Discussion

The results indicated average scores for the EI components including innovation, self-awareness, empathy, and social skills, while they were low for intuition, emotion, and motivation. The innovation component had the highest mean score (5.29), while the emotion component has the lowest mean score (2.43). The overall EI profile of the ERT showed that most of the lines were between the 4 to 5 STEN score, which inferred that in spite of disparities in the individual results with respect to the seven components, they may be considered as being on the average level. This also indicated that their EI may also change. If change is focused on being positive, respondents will likely have the capacity to watch and control their feelings, and also those of others, in order to guarantee more effective results as they confront their responsibilities in the ERT.

Furthermore, the results of this study indicated that respondents had average levels of EI. They acted candidly astute in some circumstances, yet not in others, as shown in their responses towards innovation. Respondents' self-awareness was fair, but there is still room to build individual capabilities, such as becoming more self-aware. Furthermore, respondents' reasonable imagination and critical thinking style suited their workplaces, circumstances, and group positions. They were also genuinely mindful of their qualities and shortcomings. Furthermore, they were genuinely open to sincere input, new points of view, persistent learning, and self-development. It could be demonstrated that respondents were both inclined toward a judicious and logical way to deal with basic leadership, or were still expected to learn and adapt, and did not feel that they could depend on their sentiments and feelings. Further, having lower than average results in intuition, motivation and emotion suggested that it may be harder to perform successfully in specific areas of work—that is, some tasks that are impacted by their identity/EI do not fall into place easily for them. Results also

implied that in the components of intuition, innovation, and emotion, there was a need for improvement in order to navigate the complexities of emotional demands, disregarding the respondents' context.

On the other hand, the results on the level of group cohesion incorporated both task- and social-oriented aspects within the group, and discernments are identified with the level of solidarity the group has and the way in which individual goals are met by being involved as a group (Carron et al., 2002). Thus in summary, EI and group cohesion were significantly related to self-awareness, emotion, motivation, and empathy. This implied that when responses to emotions and social skills components of EI appeared high, group cohesion also tended to be perceived higher, such as was seen in the studies of Moore and Mamiseishvili (2012), and Arfara and Samanta (2016). Thus, there was a significant relationship between emotional and social components of EI and group cohesion. On the other hand, both the Innovation and Intuition components of EI had no significant relationship to group cohesion. This may have been due to not valuing these two EI capabilities in a group setting.

### Implications and Recommendations

The study's findings indicated that the ERT exhibited typical emotionally intelligent behaviors at work, except for intuition, emotion, and motivation, which may be addressed by the respondents. On the other hand, it was discovered that respondents had a high level of group cohesion. The group demonstrated collective pride, task commitment, and interpersonal attraction. Additionally, the study concluded that EI and group cohesion had a moderately significant relationship. As a result, EI facilitated group cohesion. Additionally, significant differences in EI and group cohesion were observed when respondents were classified according to their age (young adults category), marital status (married category), and years in ERT (3.01 to 6 years category). For further research, the study should be replicated with ERTs in other municipalities. Two to three years after measuring a group's perception of EI, a follow-up study of EI and group cohesion could follow. Furthermore, correlation between ERT's EI and their adversity quotients could be studied, along with additional qualitative research on their group development.

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